

Tiffin School

Pupil Premium Statement 2021/2022

This statement details the School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tiffin School
Number of pupils in school	908
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Mike Gascoigne
Pupil premium lead	Mrs Helen O'Sullivan
Governor / Trustee lead	Mrs Anna Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,795
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,045

Part A: Pupil premium strategy plan

Statement of intent

Tiffin students have completed the 11+ and have already demonstrated high academic ability. For our disadvantaged students, we are aware that there may be obstacles that could prevent them from achieving their full academic and individual potential. The underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers create obstacles to success. At Tiffin we aim to remove those obstacles and ensure that our students are all able to excel, in line with the rest of their cohort, reaching their potential in all areas of school life and preparing them for further success in the next stages of their education and career.

Our priorities, that will maximise the use of the Pupil Premium Grant are

- To close the attainment gap between disadvantaged students and their peers
- To ensure all students receive quality first teaching in each lesson
- To ensure all staff are committed to raising the attainment of disadvantaged students, are aware of the disadvantaged students in their classes, maintain equal standards and expectations for all and use strategies to maximise the ability of all their students to access the curriculum and achieve in line with their peers
- To provide targeted support for those students not making the expected progress
- To address barriers to attainment, such as low attendance, behaviour, well-being, poor home study environments, and cultural capital
- To enable engagement in all aspects of school life, both academic and the wider opportunities, to enrich the cultural capital of all students
- To ensure the impact of the grant reaches the students who need it the most

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged students may have lower attendance and disengage with school, impacting learning
2	Disadvantaged students can find it difficult to undertake independent study due to a lack of space to focus, revise and complete work outside the school environment
3	The previous two academic years have been heavily impacted by covid-19 and periods of on-site school closure
4	Disadvantaged families may not have easy access to transport and additional resources needed for the involvement in co-curricular activities
5	Nationally disadvantaged students' educational outcomes are below the national average
6	Disadvantaged students may be from vulnerable families with emotional and social needs
7	Vulnerable families lack engagement with education
8	Lack of cultural capital and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature
9	Lack of access to funds for necessary equipment/resources

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure high quality teaching and learning, driven by the curriculum rather than assessment. Students with barriers to learning will have a greater opportunity to experience success away from numerical termly judgements. To close the gap academically through improved opportunities to broaden knowledge and skills away from assessment pressures.	<p>Department curriculum intent and delivery accessible and engaging for all students</p> <p>Changes to assessment structure and reporting processes implemented at KS3 and 4.</p> <p>Reporting of assessment reviewed, changed and implemented with staff and parent understanding.</p> <p>Long term impact – Progress review and end of year assessment results improved, with students taking greater ownership of their success criteria and targets.</p>
Improved feedback and improved quality of teaching and learning for disadvantaged students by giving this cohort priority.	<p>Staff INSET to have specific focus on disadvantaged groups.</p> <p>Specific Staff PM targets to have specific focus on disadvantaged students and their outcomes.</p> <p>Lesson observations to include review of teacher knowledge and provision for disadvantaged students</p> <p>HoDs to devote termly department time to progress checks, both in lesson planning and delivery, and book marking and feedback.</p> <p>New assessment feedback embedded for progress review and end of year exams based upon TSS levels/ scaled scores and target setting</p> <p>Student books and Classroom show high quality feedback and target setting</p> <p>Smaller classes at GCSE to ensure lower teacher to student ratio, giving teachers capacity to support disadvantaged students with quality teaching time</p> <p>Seating plans include consideration of location of disadvantaged students and their proximity to the teacher.</p>
To maintain the KS4 Progress 8 figure for disadvantaged pupils in-line with whole school progress 8.	The figure not to have 'Significant negative variation' from the results of the whole school cohort.
To maintain the KS4 Attainment 8 figure for disadvantaged pupils in-line with whole school Attainment 8.	The figure not to have 'Significant negative variation' from the results of the whole school cohort.
% Grade 5+ in English and maths	Continue to maintain 100% of grades at 5+ in both English & Maths.
Increased engagement and participation of disadvantaged students in the House system, Sport, Arts, Trips and clubs	Specific targeting of disadvantaged students to ensure improved sign up and attendance in extra-curricular opportunities, trips, DoE Arts and Sport. PP analysis of engagement - Summer term cricket and winter sports. Analysis of PP students take up of private music lessons.
Ebacc entry	Better national average EBacc Entry for all PP students
Careers and further education guidance for all students	Increased careers guidance through employment of 2 careers experts. Disadvantaged students aware of the opportunities and funding available to them beyond school, and assisted in applications for education, work and funding.

	Disadvantaged students achieving the courses they need and university access, in line with the rest of their cohort.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor the academic progress and attendance of students and maintain academic performance of PP students at an equivalent level to non-PP students	Close monitoring of individuals leads to the identification of the support strategies needed for those individuals to make progress.	1, 2, 3, 4, 5
Learning support from dedicated teaching assistants and welfare officer.	Employing and retaining quality teaching assistants leads to individual improvement of disadvantaged students. Well-being lead monitors disadvantaged students and provides early intervention	2, 4, 6, 7,
Ensure digital devices are readily available for all PP students.	Provision of chromebooks for use in lessons and outside of school at a significantly discounted price. Free repair service. The use of digital technology is now integral to the delivery of education at the School. Disadvantaged students often do not have access to such technology. The increased use of technology also increases engagement in learning	1, 2, 3, 5, 7, 9
Departments to analyse PP performance of their GCSE students	Targeted analysis leads to early intervention where necessary	5,
Teachers regularly trained in the use of chromebooks/google for education and also delivery of remote learning. Programme of PDP and CPD planned each academic year.	The provision of Chromebooks to all teaching staff and teaching assistants has significantly improved the delivery of education, especially during periods of enforced remote learning. Investment in Google classroom has increased communication, engagement with learning, access to educational resources and skills for the world of work.	3, 7, 9

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure available location for private study if home environment presents difficulties to the student.</p> <p>Extend the opening hours of the Learning Resource Centre for before and after school private study.</p>	<p>Extending the opening hours to students and providing training for the LRC Manager and support staff in promoting the opportunities available to students.</p> <p>This has encouraged a greater number of students to use the learning resource centre outside of core school hours.</p>	2
<p>Contracts with local authority for provision of education welfare, interpretation and others.</p>	<p>Tiffin buys in an Education welfare package and works closely with HoYs and EWO to monitor attendance and remove obstacles to attendance and punctuality.</p> <p>The availability of dedicated welfare support covering activities such as emotional and mental health, attendance, interpretation services and support materials. All of these make a range of support available to students.</p>	1, 4
<p>Employment of Well-being lead in the school</p>	<p>The wellbeing lead monitors and intervenes when a student's engagement with school or mental health diminishes. Early Help is put in place with the parents to ensure students can re-engage with their education</p>	6, 7,
<p>Employment of full time therapeutic practitioner.</p>	<p>Vulnerable students receive timely intervention through therapeutic sessions in school. Parental support and communication is increased, leading to greater engagement with school life and education. Attendance improvements evident after well-being intervention with Therapeutic practitioner.</p>	1, 6, 7
<p>Increase in Educational Psychologist provision</p>	<p>Higher needs students need to be given the right provision at the right time in order to ensure they make expected or better progress with positive emotional well-being.</p> <p>Provision in place for key high need students; improved engagement with school; improved progress and outcomes for those individuals.</p>	6
<p>Financial support through the provision of music bursaries and free tuition</p>	<p>By encouraging involvement in Music related activities such as learning to play and singing in the choir, broadens the skill set and interests of disadvantaged students and provides access to opportunity otherwise denied.</p>	1, 8

Literacy and reading level support	The book club at lunch time run by LRC and the use of Chromebook supporting literacy and accessibility to online literature and literacy websites	5, 8
Financial support for curricular trips and any subscription-based activities at the School	This activity ensures that disadvantaged students are able to attend curricular trips and have the opportunity to undertake wider curriculum-based activities where any charge is levied. Thus increasing participation.	1,3,4, 8, 9
Monitoring student progress and wellbeing through improved staff communication and information sharing	The purchase of "Provision Maps Robin" provides targeted individual support. Purchase of CPOMS to record information and monitor students has increased effectiveness of monitoring	1, 6, 7
Class and homework recorded on Google Classroom	Support with homework and catch up intervention. Parental access to Google Classroom and GoGuardian has both supported students with their work and provided parents with evidence of work done and progress	1, 2, 3, 7, 9
Student mentoring	Subject 6th form mentors to aid intervention and catch up. 6th form prefects linked to each form as mentor and wellbeing support to the form. Training of the 6th form mentors/prefects by 6th form team.	1, 2, 3, 6,
Effective feedback to pupils during remote learning	Through use of Google Classroom and GoGuardian in lessons and for feedback, communication with students and parents is more effective.	7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7 resilience program from external provider that focusses upon independence, resilience and well-being	Y7 students arrive from a range of cultural and financial backgrounds and learn to communicate appropriately and develop essential well-being skills required for life and the wider world.	1, 6, 7
Financial support to PP students by the provision of free / discounted school uniform	By ensuring that PP students are not disadvantaged by inability to afford the school uniform.	1, 9
Encourage participation of all students in the wide range of co-curricular activities that are available at the school	The enrichment of sport and the curriculum with a dedicated programme of sporting activities, clubs and other opportunities for students to participate in team/group activities	4, 8
Appointment of third Designated safeguarding lead	Allow increased timely support and early help for vulnerable students	6, 7
Creation of Assistant Head of Year appointments to increase pastoral monitoring, intervention and communication with home	Assistant Heads of year support groups of students in the school through regular monitoring, meetings and home communication. Evidenced through increased communication between school and home records on CPOMS, improving school engagement, behaviour and progress.	6, 7
CPOMS to record and monitor student attendance, progress concerns, behaviour and wellbeing	The tutor, HoY and AHOY are reporting and recording concerns promptly and putting intervention in place to improve areas of concern. Increased communication and record keeping about students leads to more timely and targeted intervention	1, 6, 7
E-safety learning to both parents and students.	Annual educational talks for parents and students from AfC ensure both are better equipped to keep safe on line and know appropriate conduct online. A dedicated parental portal for communication with the school which has a 'home language' facility. This helps to ensure students are adequately protected and educated of the risks whilst working on-line	3, 6, 7,
Provision of interpreters when necessary	By ensuring communication with parents/guardians is clear, feedback and interventions are more effective	1, 4, 7

Total budgeted cost: £54,809

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Review: last year's aims and outcomes

Measure	Details
Use of Chromebooks to support learning	We facilitated the use of mobile technology to support FSM/PP students in their academic progress with the provision, and where appropriate repair, of chromebooks at a significantly reduced cost. Students paid £99 or less for new devices in
Contribution to the cost of Trips	We supported FSM/PP students in taking part in curriculum-based trips to support their learning, increase cultural capital and counter disadvantage from their family financial background.
Encouraging parental involvement	We provided translation & other support services to enhance parental engagement, with, for example, financial support, general guidance, parent portal and assistance with literacy & IT
Provision of 1-2-1 Academic Support	We provided specialist 1-2-1 support, small group support and mentoring for targeted FSM/PP students where an additional need was identified during the year.
Learning support via Google platform, including Classroom & Meet	FSM/PP used Google Classroom to provide homework support facilities and to facilitate collaborative working in school and at home. The use of Google Meet facilitated remote learning and enabled students to maintain contact with teachers and peers.
Extra-curricular Support	We contributed towards the provision of co-curricular opportunities, for FSM/PP students. This included participation in performing arts, sports, house events and clubs & societies in order to increase cultural capital amongst.
Contribution towards Uniform	We contributed to the purchase of school uniform for FSM/PP students.

LRC Support	We offered extended opening hours of the LRC outside of lesson time and during lunch, for study, revision and independent work.
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TIFFIN SCHOOL

COVID 19 CATCH UP PREMIUM STATEMENT

During the 2020-2021 financial year Tiffin School received £72,640 of Covid 19 Catch-Up Premium.

ESFA guidance on the use of the premium is that schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](#). Schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

The premium has been, is or will be expended in the following ways:

Activity - Completed	Effect on Educational Attainment
Enhance and update the wireless internet infrastructure	The expansion of site areas covered has benefitted all students, facilitating improved independent study. It has also had a positive impact on teacher planning and delivery.
Expand the GoGuardian subscription to support parental monitoring and reporting	The upgrade and roll-out of the Parent App has enabled guardians to monitor internet use by students and lesson content. New features include: website filtering, allowing guardians to block students from accessing specific websites during out of school hours; on-demand internet pausing allowing guardians to pause internet; scheduled internet pausing allowing guardians to schedule periods of paused internet access. These have all increased the effectiveness of student study time when away from school.
During remote learning enhanced scrutiny of student chromebook use using GoGuardian	We were able to effectively monitor student use of websites and search engines for trigger events related to safeguarding/wellbeing during remote learning, as well as face-to-face teaching.
Establishment of a dedicated mental health role	New dedicated staff have provided support for students experiencing anxiety and other mental health issues.
Establishment of a deputy dedicated safeguarding lead with relevant training provided	We now have 3 members of staff acting as DSLs to ensure safeguarding/wellness issues are handled effectively and swiftly. We have invested heavily in professional training for them.

Employment of a dedicated support officer to attend to students that were required to attend school during periods of lockdown	We employed a member of staff to oversee and support students attending school during lockdown who could not effectively concentrate on lessons or undertake independent study at home.
Activity - Ongoing	Effect on Educational Attainment
Focus on staff training on Google Classroom	Enhancing the effectiveness of lesson delivery when using 1-2-1 devic (Chromebooks) and the use of the Google Classroom platform for content and student feedback. This continues to benefit self-isolating students.
Online parental consultations	Facilitating face to face parental feedback. This especially benefits working parents.
Various additional licences including Zoom, and Google upgrade	Expansion of ICT contracts to ensure a full online presence for the delivery of remote lessons, assemblies and year group activities. This is proving particularly beneficial where we have had Covid outbreaks resulting in the need for remote delivery of lessons and where we have had to dispense with large gatherings.
The provision of sporting activities for students across the school holidays	Facilitating group exercise, team sports and access to rowing.
Enhanced induction programmes for Year 7 and 12	To aid transition to secondary school we developed a new website and handbook for incoming Year 7s. Every new student and their parents were invited in for a tour. We hosted an enhanced offer holder afternoon for all of the applicants holding conditional offers.
Activity – for 2021-2022	Effect on Educational Attainment
Provision of funding for individual student tuition during the 2021-2022 academic year	We will compare progress of those students who receive interventions as a result of the catch-up premium with those who do not.